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ABSTRACT

Submitted to the State Legislature by the University and Community College System of Nevada (UCCSN), this 4-year planning report reviews System outcomes for the past decade and funding priorities for 1977 to 2001. The first part provides the UCCSN mission statement, a description of strategic directions, and campus academic plans for the System's four community colleges, two universities, and one research institute. The second part provides data on the following indicators of effectiveness: (1) access, showing enrollment, projected enrollment growth, educational attainment, and college continuation rates; (2) productivity, including the number of degrees conferred and awards received for research and other sponsored projects; (3) economic impact, indicating that for every dollar spent by the UCCSN an additional $0.83 is generated; and (4) program quality. The final part provides a justification of the 1997-99 biennial budget request, describing priorities related to student access, the quality of services, enhancing information technology, maintaining adequate equipment, creating a state law school at the University of Las Vegas, enhancing campus safety and security, enhancing programs on diversity, expanding research initiatives, strengthening relations with business and industry and enhancing workforce development, addressing school of medicine initiatives, and capital construction needs. Tables of requested funds by appropriation area and by priorities are included. The UCCSN mission statement; mission statements for the System community colleges, universities, and research institute; and a list of degrees offered are appended. (HAA)

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ED 403 965

University and Community College System of Nevada

REPORT TO THE LEGISLATURE

Planning Report 1997-2001

JC 970 145

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INTRODUCTION

N.R.S. 396.505 requires the Board of Regents of the University and Community College System of Nevada (UCCSN) to prepare a four-year planning report to be submitted to the legislature by February 1 of odd-numbered years. This plan must include anticipated new programs and expansion of existing programs, anticipated costs and resources, and any further information concerning UCCSN comprehensive planning which the Board deems appropriate. The UCCSN Planning Report, 1997-2001 provides this information.

Contained in the first section of this report are the mission statements for the campuses and the UCCSN; the System's strategic directions, and a summary of the most recent Board approved academic master plans for each campus. A summary of new programs under consideration by each campus is contained in the academic master plans. A list of all current programs offered throughout the UCCSN is contained in the Appendix to this report.

The second section of the report contains selected indicators of the System's performance over the last biennium. Indicators concerning access, productivity, State needs, and quality are included.

The final section of the report contains information on anticipated costs and revenues for the System as described in the 1997-99 biennial budget request. Seven categories of System priorities are listed that are considered essential in maintaining or enhancing the services provided by the UCCSN.

PLANNING PARAMETERS

UCCSN MISSION STATEMENT

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the State at a high level of quality consistent with the State's resources. The System, established by the State constitution, is charged with the following functions:

- To provide programs of instruction at the undergraduate and graduate levels.
- To sponsor and undertake programs of basic and applied research which complement the programs of instruction and which contribute to the fullest realization of the State's potential.
- To sponsor and conduct programs of public service for the citizens of the State.

The UCCSN Board of Regents has adopted a comprehensive mission statement (contained in the Appendix) and objectives to accomplish the mission.

In order to provide higher education services to the citizens of Nevada, the campuses of the UCCSN are engaged in acquiring, transmitting, and preserving knowledge. The System is responsible for developing and supporting various programs of instruction at undergraduate, graduate, and professional levels. The System is also responsible for ensuring that these instructional programs are maintained at a high level of quality and that a continued quest for excellence is maintained. The UCCSN must also ensure that these high quality instructional programs are provided at an affordable cost, so that all citizens who can benefit from participation in higher education have a realistic opportunity to do so.

In addition to programs of instruction, complementary programs of both basic and applied research and scholarship are the responsibility of the UCCSN. The colleges, the universities and the Desert Research Institute, through scholarship and research, participate in the creation and acquisition of new knowledge and therefore contribute to the cultural, economic, and social development of both Nevada and the nation.

Finally the System endeavors to assist the State of Nevada in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest of Nevada's citizens for personal fulfillment.

UCCSN STRATEGIC DIRECTIONS

Decisions regarding higher education in Nevada must be based on a shared vision and common directions to secure that vision if we are to meet challenges and opportunities and provide a quality educational experience. The UCCSN Strategic Directions are the Board's shared vision for higher education. The Board of Regents first adopted Strategic Directions in 1992 as part of a revised academic planning process. Through two subsequent revisions, our Strategic Directions have formed the foundation of a strategic planning process and provided a Systemwide structure for that process.

The UCCSN vision is based on eight key directions that shape the organization. We are committed to the achievement of excellence in the following ends:

- Undergraduate Access and Growth
- Research and Graduate/Professional Education
- Meeting State Needs

And we will achieve these ends by means of improving or enhancing our:

- Accountability
- Planning
- Resources
- Technology
- Productivity

ENDS GOALS

- ***Undergraduate Access and Growth***

As the State's public System of higher education, our first priority is to provide access to the residents of the State to an educational experience of the highest quality. An equal commitment to access and quality must be made: access without excellence offers mere mediocrity; excellence without concern for access denies to the citizens of Nevada a fair and full measure of educational benefits.

The issue of current and future growth in student enrollments provides a major challenge to the State. Systemwide enrollment has increased 58% over the last ten years, and this expansion is likely to continue. The number of Nevada high school graduates is projected to increase 79% from 1997-2007. Meeting this demand will continue to require a major commitment of revenue from the State and the overall cost of education will need to be examined continually to ensure cost does not become a barrier to access. The System will also continue to be challenged to diversify its student body to match that of the overall population of the State.

- ***Research and Graduate/ Professional Education***

As with undergraduate education, the first priority of the UCCSN is to provide access to graduate and professional educational opportunities of the highest quality. Programs leading to advanced degrees and professional credentials for Nevadans are key to keeping our best and brightest students in the State.

A vigorous program of research not only meets State needs, but also helps to establish the academic stature of the UCCSN institutions nationally and internationally and enhances the undergraduate educational experience. Research also contributes significantly to the economic development and diversification of the State as well as being a vital element in the intellectual and artistic environment of the State.

Graduate programs need to be supported at a level that ensures their quality at a caliber of national competitiveness. This demands selectivity in the programs developed and nurtured as significant resources will be required. Programs that support the needs of our State and its communities as well as those that enhance undergraduate education will be a priority.

- ***Meeting State Needs***

The UCCSN is a major resource for the State of Nevada. The System provides virtually all higher educational programs for the State's citizens. The System also provides a variety of other key resources and programs to the State. It collaborates with business and industry to pro-

vide customized work force training, attracts research dollars to the State that feed back into the economy, and contributes to the intellectual and cultural life of Nevada's communities in countless ways.

MEANS GOALS

- *Accountability*

The UCCSN will continue its commitment to evaluation and assessment to ensure accountability as well as exercise responsible stewardship of resources. As a public institution, the UCCSN is committed to conducting its business in an open manner in accordance with the State's Open Meeting Laws.

- *Planning*

The UCCSN will continuously review and enhance its planning efforts and will integrate planning and budgeting. As part of its planning function and also to enhance accountability, the UCCSN will establish principles of benchmarking against peers and make assessments using quantifiable performance indicators.

- *Resources*

The UCCSN will strive to obtain additional resources from both State and non-State sources and also to allocate the resources it has to provide a maximum return on investment. We will also emphasize collaborative programs within the System, and between the System and other institutions to maximize effectiveness.

- *Technology*

The UCCSN will maximize the use of technology where it is cost-efficient and cost-effective to do so.

- *Productivity*

The UCCSN will monitor the productivity of its faculty and administrators, monitor administrative costs throughout the System, and monitor student outcomes from the perspective of student learning and completions.

CAMPUS MISSION STATEMENTS

Mission statements have been adopted by the Board of Regents for the seven institutions and are contained in the Appendix. Nevada's community colleges concentrate on six primary roles which will enable them to provide superior, student centered educational opportunities for the citizens of the State within designated service areas of each college. The community colleges provide university transfer programs, applied science and technology programs, business and industry partnering programs, developmental education programs, community service programs, and student support service programs. The two universities focus on their commitment to excellence in teaching, scholarly research, and public service. The Desert Research Institute focuses on its role as an environmental research organization which conducts basic and applied research at state, national, and international levels.

CAMPUS ACADEMIC PLANS

In 1996, the Board of Regents reviewed and approved new or revised academic plans for all campuses except TMCC. TMCC has undertaken a revised planning process on its campus that will result in a new plan being forwarded to the Board of Regents in 1997.

Campus plans are developed in conjunction with mission statements and the Board's Strategic Directions. Highlights of the campus plans, including new academic programs under consideration, are summarized below.

COMMUNITY COLLEGE OF SOUTHERN NEVADA (CCSN)

The population of the CCSN service area continues to grow at a rapid rate --- Las Vegas is the fastest growing metropolitan area in the country. The service area population exceeded 1,000,000 in the last year and is projected to double within fifteen years. The population of the Las Vegas valley could grow even faster than expected as new industries locate significant operations here and bring in more new jobs.

As CCSN finds new ways to serve this expanding population of its service area, enrollment has soared. The campus has reorganized extensively, changing the role and scope of many administrative positions. Many new faculty have been recruited to meet student demands. Many new programming initiatives are underway such as the Community College High School, High Tech Centers on select high school campuses, a Senior's College, a Weekend College, and an Honors College.

Alternative modes of course delivery and schedules which can be offered in less than 16 weeks are in place. Computer education, public and cable television programs, and distance education opportunities are being expanded.

The college will continue efforts in all educational areas outlined in its mission statement. The college also has a strong emphasis on partnership programs--with local business and industry, the Clark County School District, and other Nevada State agencies--in order to provide a better use of State resources and to serve better the citizens in its service area.

Several new programs are being considered in the area of university transfer. Several new programs are also under consideration in the area of Applied Science and Technology. The ones most likely to be considered over the next two years include: dental assisting, imaging services, management information systems, multicompetency health practitioner, telecommunications/networking, computer sciences/programming, fire science, information technology, and public service.

GREAT BASIN COLLEGE (GBC)

The mission of GBC is to provide superior, student-centered, postsecondary education in central and northeastern Nevada. The six-prong mission provides four educational opportunities--university transfer courses, occupational and technical training, developmental courses, and continuing education--along with an emphasis on business and industry partnerships and student services.

GBC has identified eleven basic goals that focus on curriculum, assessment, linkages with business/industry/government, funding, communication, personnel and facilities. The campus continues to monitor and assess its efforts and to refine its programs.

Over the next biennium, GBC will study the feasibility of adding selected four-year degrees. These disciplines would not conflict with university programs, but would expand educational opportunities for place-bound students in this service area. GBC and UNR will collaborate on 2+2 articulation agreements.

GBC will also consider development of a theater arts and mass communication program that could lead to an associate degree or certificate. Other programs considered for development include: medical assistant program, auto body repair, hazardous material handling, fire science, hospitality and food service, and collaborative resource management.

TRUCKEE MEADOWS COMMUNITY COLLEGE (TMCC)

TMCC is in the process of developing its academic master plan. The basic elements of the new plan will reflect student information compiled historically over the past several years and input from technical skills advisory boards as well as a new approach to identifying the instructional and student development unit goals. TMCC has undertaken an aggressive campus-wide planning process that will result in continuous planning that is used for making consensus-based decisions.

A team from the campus has been working on developing a campus mission statement and developing campus goals. Others have been working on developing unit plans campus-wide. The process should result in a new plan being forwarded for Board approval in 1997.

WESTERN NEVADA COMMUNITY COLLEGE (WNCC)

WNCC serves a 17,971 square mile rural and urban area through its institutional centers in Carson City, Douglas County, and Fallon. Population projections to the year 2000 indicate continued growth in the service area.

Since 1985, the lack of facilities at the main Carson City campus has been addressed by the rental of the Stewart facility, approximately a 25 minute drive across town. The amount of time it takes a student to travel between the two locations creates scheduling and transportation difficulties. Therefore, the construction of the Trade and Industry Center and the Applied Science and Technology Building on the main campus will help alleviate this problem. Additional facilities which are under construction in the Minden/Gardnerville area will also provide the opportunity to better meet the students' educational needs. Because of the acute need for instructional space, the above projects remain a top priority for WNCC.

Over the biennium, WNCC will continue to work toward providing superior, student-centered educational opportunities. The college plans to expand its distance learning delivery systems, as well as explore alternative delivery systems. The college will also focus on the development of a six-year articulation plan which will address the last two years of high school, two years at the college, and two years at the university. The college also plans to expand allied health programs to meet the needs of this industry. WNCC will consider adding new programs in environmental studies, engineering, and counseling. Based on assessment of need and demand, WNCC may also consider new programs in the areas of agriculture, environmental technology, public service occupations, trade and industry, nondestructive testing technology, and computer systems technology.

UNIVERSITY OF NEVADA, LAS VEGAS (UNLV)

UNLV is an urban university in a rapidly growing metropolitan area whose population now exceeds one million. UNLV is an integral part of the city of Las Vegas;

in addition to important educational offerings, the university provides stimulating intellectual activity, diverse cultural and arts experiences, and exciting athletic competition.

As an urban university, UNLV must blend its aspirations with the community. UNLV will advance its mission as an urban university by acknowledging and responding to the nature and needs of its students; by promoting programs, scholarship, and services that address local, state, and regional needs; by meeting state and regional higher education and work force needs in direct and demonstrable ways; and by developing synergistic, collaborative relationships with individuals and entities from the community.

By promoting quality as a central value, UNLV will become a premier urban university. Commitment to quality will be demonstrated by efforts to recruit and retain the best possible student body; to offer first-rate academic, continuing professional education, and co-curricular programs; and to recruit and retain faculty who exhibit excellence in teaching, scholarship, and service.

Following a year-long planning process, UNLV has identified seven goals: to become more student focused; to hire, motivate, and reward superior faculty; to increase research, scholarly activity, and national recognition; to grow selectively, serve the region, and achieve distinction; to develop a service-oriented, responsive, accountable administration; and to communicate and collaborate more effectively.

Over the biennium, the campus will continue its extensive planning process. To date the campus has identified the following new programs for consideration and/or implementation: a law school, a professional development school in collaboration with the Clark County School District, and development of its international gaming institute.

UNIVERSITY OF NEVADA, RENO (UNR)

In its current plan, UNR reaffirms the values and themes of the land grant mission for the 21st century that were part of its previous plans. The end of the twentieth century presents UNR with circumstances that demand creativity and flexibility in planning, however. The most salient factors are the rapid growth and increasing diversity of Nevada's population, the reduction of federal funding of higher education and research, the resultant increase of competitive demands on Nevada's State budget, and the explosion of information technologies that change the way we learn.

UNR continues to align the traditional values of teaching, research, and service to the needs of an urban population. The major emphases of the current plan include strengthening the student experience, building partnerships, providing access to information through technology, and providing infrastructure to support quality. Some of the specific initiatives to reach these goals include increased research and scholarship at the undergraduate level, expansion of distance education course offerings, and the pursuit of additional opportunities to conduct applied research in partnership with community and State agencies as well as private industry.

UNR will pursue development of the Redfield campus, a significant new cooperative effort between UNR, TMCC, and WNCC in the developing southwest sector of Washoe County. The campus will consider new four-year programs in environmental arts and humanities, fine arts,

and women's studies; masters programs in environmental arts and humanities, fine arts, accountancy, addiction counseling, instructional information technology, geothermal engineering, and nursing; and Ph.D. programs in sociology, instructional information technology, and individual and family studies.

DESERT RESEARCH INSTITUTE (DRI)

DRI is an autonomous, statewide, environmental research division of the UCCSN. DRI is a not-for-profit, full-time academic research organization which conducts basic and applied research at the state, national, and international levels for effective management of environmental resources, for continued development and diversification of Nevada's economy, and for providing increased educational opportunities for Nevadans.

DRI's commitment to its role of providing and enhancing educational opportunities for Nevadans is reflected in its mission statement, goals, and planning assumptions. The core of the DRI academic master plan lies in an institutional commitment to continue current activities that support the academic programs at the teaching campuses of the UCCSN and to expand and enhance these activities in response to specific emerging opportunities. DRI's major academic activities consist of teaching, advising, research training and support of UCCSN graduate students through assistantship, fellowship, and scholarship positions. DRI faculty also teach several undergraduate courses and sponsor several undergraduate scholarships. The Institute continues to explore possibilities to enhance the education of community college students by providing traineeship/internship opportunities and by providing research collaboration opportunities for community college teachers. DRI also uses its facilities for teaching and research, conducts educational outreach programs targeted at K-12 students and teachers, and financially supports the continued education of DRI employees and their families through its grant-in-aid program.

Over the biennium, the Institute plans to increase significantly its academic involvement with the campuses. It is anticipated that current programs will increase at a level of 40-50% through 1999. The traditional role of graduate instruction and research will be enhanced by increasing involvement in undergraduate education.

DRI will explore new academic opportunities with UNR in geomorphology and quaternary geology and with UNLV in anthropology, chemistry, and engineering. DRI will also explore academic opportunities Systemwide in hydrologic sciences, earth sciences, remote sensing, and geographic information systems.

ACCOUNTABILITY: PERFORMANCE INDICATORS

In addition to planning for the future, the UCCSN is also committed to evaluating its past performance and using evaluation information to improve current performance. In an effort to remain accountable to the citizens of the State, selected indicators of System and institutional performance are being developed and will be monitored against the Regents' *Strategic Directions*. In the interim, and to assist with the development of performance indicators, a review of trends and preliminary indicators of performance have been established and are reported below.

ACCESS

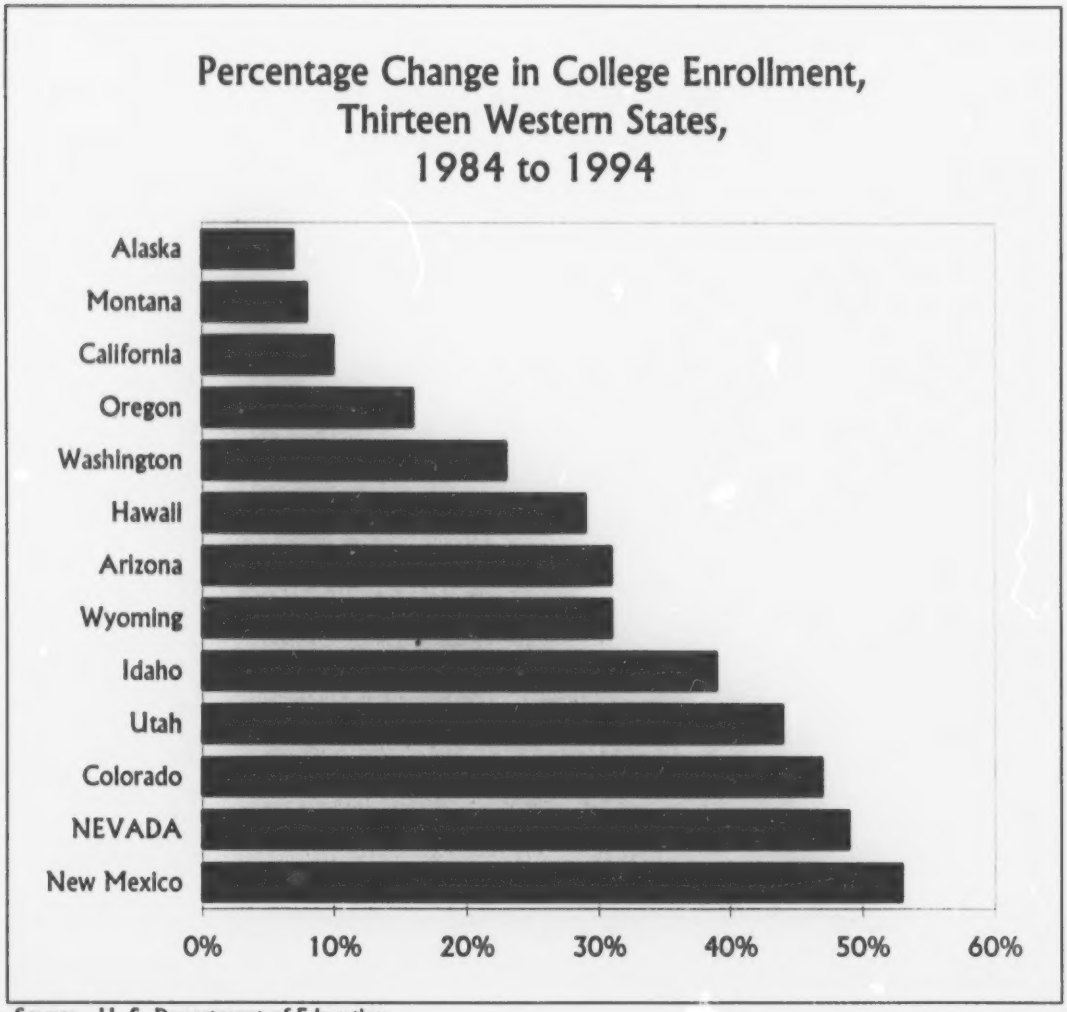
The availability of higher education to all Nevada citizens who seek it is a fundamental goal of the UCCSN. Access to higher education for potential students is impacted by many factors including location, cost, and prior preparation for higher education.

Historically, the UCCSN has performed well in meeting student demand. Over the last ten years:

- State-supported headcount enrollment has increased 58%, making Nevada one of the fastest growing states for college enrollments. Only New Mexico and Georgia have experienced a greater rate of enrollment growth.
- Full-time equivalent enrollment on the campuses of the UCCSN has grown by 76%.
- Enrollment in graduate and professional programs has increased 150% as new and expanded graduate programs have been offered.
- Enrollment of minority students has increased 126% to 12,886 students Systemwide. Minority students now comprise 19% of the UCCSN student population, demonstrating the ability of the UCCSN to reflect the changing demographics of the State.

ACCESS: UCCSN ENROLLMENTS

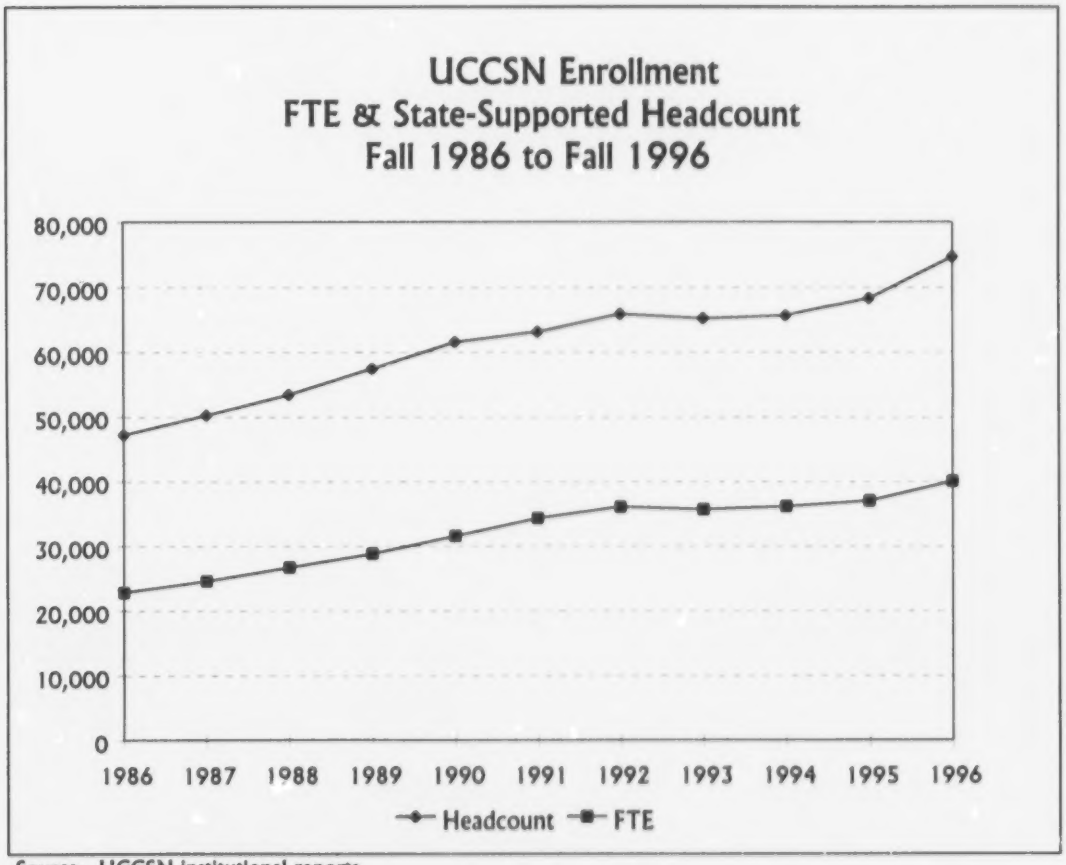
- Between 1984 and 1994, college enrollment in Nevada increased by 49% which made Nevada the second fastest-growing state in the 13 Western states and third in the nation.



Source: U. S. Department of Education

ACCESS: UCCSN ENROLLMENTS

- Enrollment in UCCSN institutions increased steadily over the decade, although the rate of growth slowed from 1992 to 1994, a period of budgetary decreases. Full-time equivalent enrollments increased by 76% from 1986 to 1996, while State-supported headcount enrollments increased by 58% over the same period.



Source: UCCSN institutional reports

FTE students is a statistical measure of the instructional workload generated by students taking courses. 1 FTE is equal to registration in 15 credit hours, whether taken by one student or by the combination of several students. The State of Nevada uses FTE as a measure of workload in determining the budget for the UCCSN.

Table 1 University and Community College System of Nevada
Student FTE Enrollments
Fall 1986 to Fall 1996

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	10-Year % Change
Universities*												
UNLV	7,773	8,593	9,624	10,835	12,141	13,106	12,944	12,885	13,211	13,166	13,661	75.7%
UNR	7,159	7,497	7,743	7,772	8,299	8,821	9,212	9,155	9,392	9,161	9,383	31.1%
University Sub-total	14,932	16,090	17,367	18,607	20,440	21,927	22,156	22,040	22,603	22,327	23,044	54.3%
Community Colleges*												
CCSN	3,692	4,179	4,492	5,024	5,402	6,253	7,426	7,137	7,111	8,599	10,245	177.5%
GBC	466	474	538	590	725	828	933	906	933	878	1,010	116.7%
TMCC	2,566	2,627	2,883	3,036	3,283	3,515	3,718	3,726	3,594	3,451	3,848	50.0%
WNCC	1,125	1,167	1,372	1,478	1,646	1,726	1,765	1,810	1,847	1,682	1,869	66.1%
Community College Sub-total	7,849	8,447	9,285	10,128	11,056	12,322	13,842	13,579	13,485	14,610	16,972	116.2%
SYSTEM TOTAL	22,781	24,537	26,652	28,735	31,496	34,249	35,998	35,619	36,088	36,937	40,016	75.7%

* University Registrar's First Reports; Community Colleges as of 10/15

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Table 2 University and Community College System of Nevada
State-Supported Student Headcount Enrollments
Fall 1986-Fall 1996

	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	10-Year % Change
Universities*												
UNLV	12,722	13,757	14,800	16,332	18,192	19,504	19,209	19,682	20,239	19,769	19,683	54.7%
UNR	9,613	9,947	10,506	10,922	11,487	11,714	11,988	12,137	12,379	12,047	12,279	27.7%
University Sub-total	22,335	23,704	25,306	27,254	29,679	31,218	31,197	31,819	32,618	31,816	31,962	43.1%
Community Colleges*												
CCSN	11,763	12,677	13,032	14,491	15,135	15,551	18,111	17,118	17,113	20,741	25,012	112.6%
GBC	1,764	1,973	1,872	2,060	2,277	2,481	2,883	2,490	2,565	2,805	3,200	81.4%
TMCC	7,390	7,889	8,538	8,675	9,211	9,116	8,938	9,041	8,707	8,458	9,338	26.4%
WNCC	3,898	3,916	4,627	4,901	5,178	4,688	4,687	4,656	4,595	4,410	5,143	31.9%
Community College Sub-total	24,815	26,455	28,069	30,127	31,801	31,836	34,619	33,305	32,980	36,414	42,693	72.0%
SYSTEM TOTAL	47,150	50,159	53,375	57,381	61,480	63,054	65,816	65,124	65,598	68,230	74,655	58.3%

* University Registrar's First Reports; Community Colleges as of 10/15

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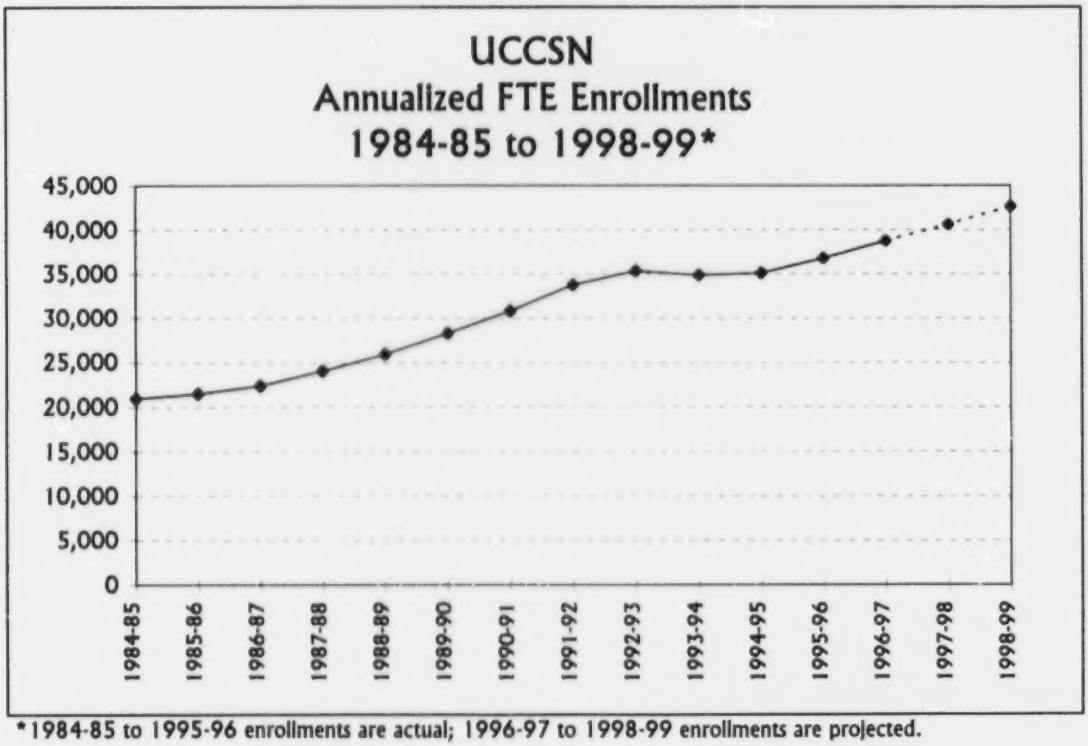
ACCESS: PROJECTED ENROLLMENT GROWTH

- Growth in student demand is projected to continue into the next decade:
  - Nevada leads the nation in the projected increase in the number of high school graduates (79%) through the year 2007.
  - In addition to this increase in the number of traditional students, increasing numbers of adult students are projected to seek postsecondary education to obtain skills that will be necessary to obtain and retain jobs in the future. According to the 1990 census, only 47% of Nevada's adult popuiation (25 years of age or older) had received any college education and only 15% had a four-year college degree.
  - Annualized full-time equivalent enrollments for the UCCSN increased from 1984-85 to 1995-96 and are projected to continue to increase through 1999. Projections are based on the number of high school graduates in Nevada as well as the projected number of adult students expected to return for postsecondary education.



*1984-85 to 1995-96 enrollments are actual; 1996-97 to 1998-99 enrollments are projected.

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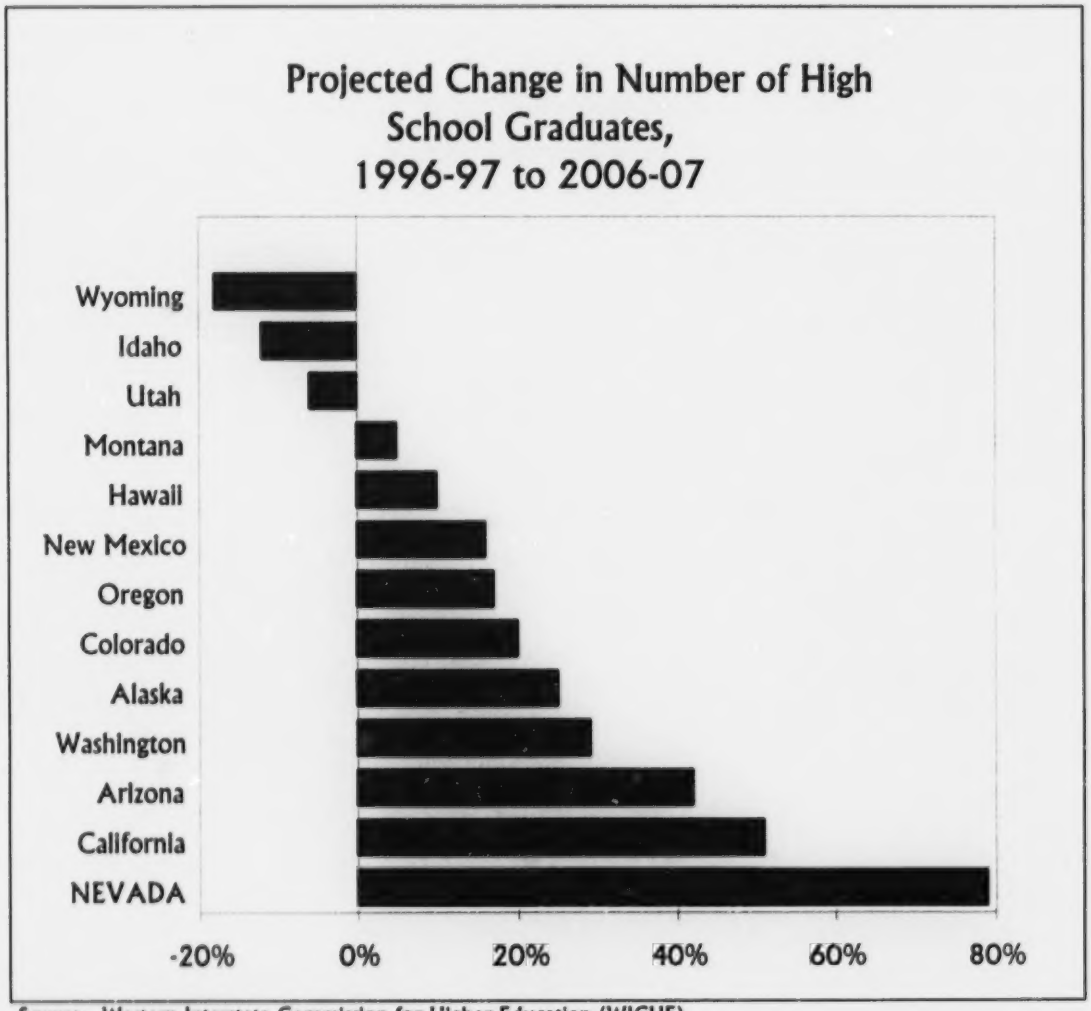
ACCESS: PROJECTED ENROLLMENT GROWTH

- Nevada leads the nation in the projected increase in the number of high school graduates between 1996-97 and 2006-07, with a 79% increase over that time period.



Source: Western Interstate Commission for Higher Education (WICHE)

ACCESS: EDUCATIONAL ATTAINMENT

- Nevada ranks 21st in the nation and 12th out of the 13 Western states for the percentage of state population with some college experience. However, Nevada ranks near the bottom of the nation--at 47th among states--for the percentage of the population with at least a bachelor's degree. This also places Nevada last among the 13 Western states in this category. It is projected that many adults will return to higher education institutions to remain competitive in an ever-changing economy.

Percent of Population with Some College*

Western States	National Rank	Percent
Utah	1	57.9
Colorado	2	57.9
Alaska	3	57.8
Washington	4	55.8
California	5	53.9
Oregon	6	52.5
Arizona	7	52.5
Hawaii	9	51.3
Wyoming	13	49.9
Idaho	16	49.4
Montana	20	47.5
NEVADA	21	47.3
New Mexico	24	46.3
United States	-----	45.2

Percent of Population with a Bachelor's Degree or Higher*

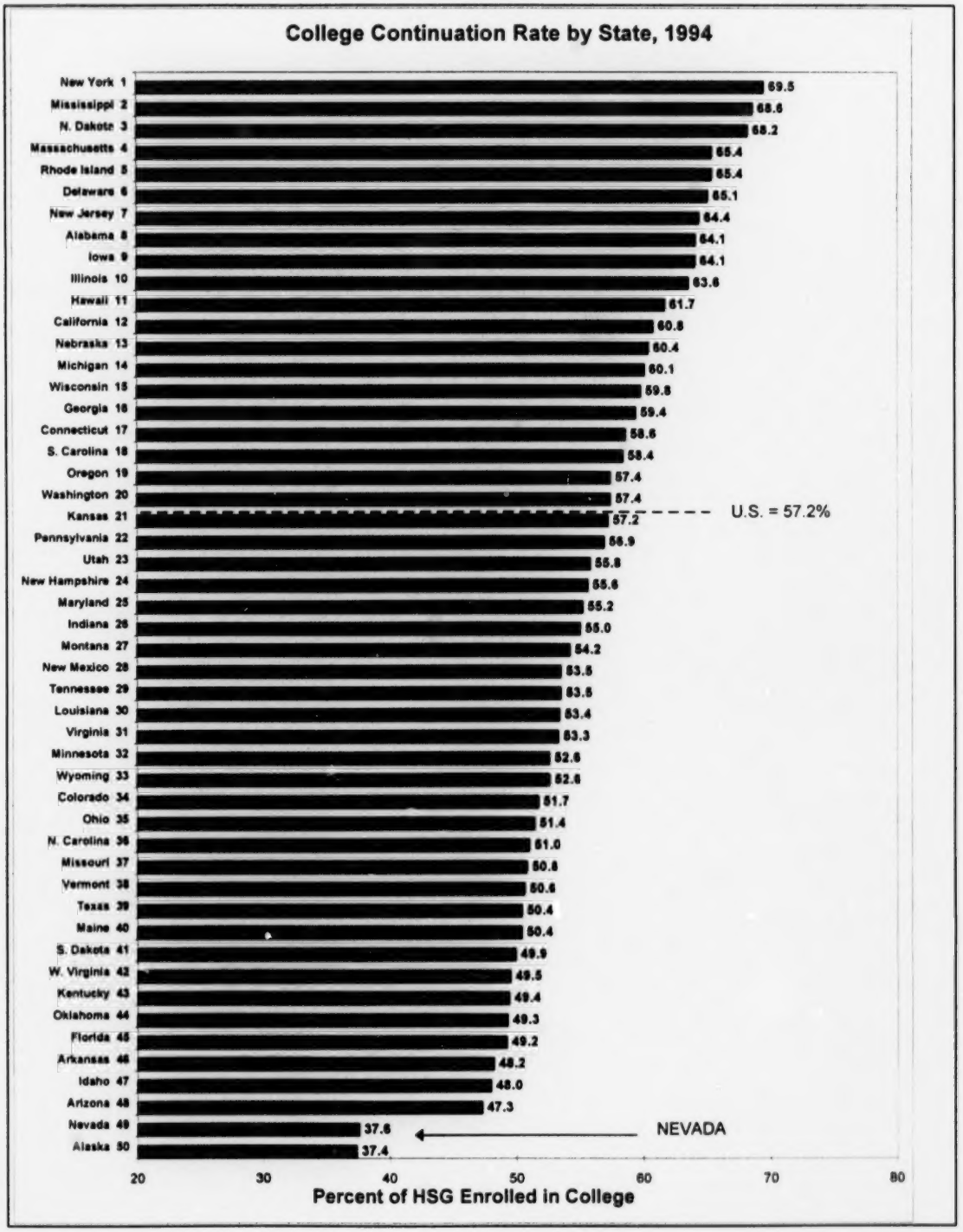
Western States	National Rank	Percent
Colorado	4	27.0
California	10	23.4
Alaska	12	23.0
Washington	13	22.9
Hawaii	14	22.9
Utah	15	22.2
Oregon	21	20.6
New Mexico	22	20.4
Arizona	24	20.3
Montana	25	19.8
Wyoming	28	18.8
Idaho	35	17.7
NEVADA	47	15.3
United States	-----	20.3

*Figures cover persons 25 years and older.

Source: U.S. Census Bureau, 1990

ACCESS: COLLEGE CONTINUATION

- Nevada ranks 49th in the nation and 12th out of the 13 Western states for the percentage of the state's high school graduates who continue on to college (37.6%). In comparison, the national average for high school graduates to enroll in college is 57.2%.



PRODUCTIVITY

The institutions of the UCCSN continue to monitor productivity in an effort to maximize resources. Productivity performance has increased in several areas:

- The number of degrees conferred to students within the UCCSN increased 74% from 1986 to 1996. A total of 5,913 degrees were conferred in the 1995-96 school year.

- The number of degrees conferred on minority students increased 130% during this same time period.

- Faculty instructional workloads have been monitored on each campus and are at or exceed national averages for similar institutions. They are also consistent with American Association of University Professors' (AAUP) recommendations.

- In 1996, UCCSN institutions reported $103.8 million in research and sponsored projects. This represents an increase of 122% in these resources since 1987.

PRODUCTIVITY: UCCSN DEGREES AWARDED

- The number of degrees conferred throughout the UCCSN increased by 124% from the 1980-81 academic year to the 1995-96 academic year, from 2,638 degrees awarded in 1980-81 to 5,913 degrees awarded in 1995-96.

Table 4 University and Community College System of Nevada
Total Degrees and Certificates Conferred
1980 to 1996

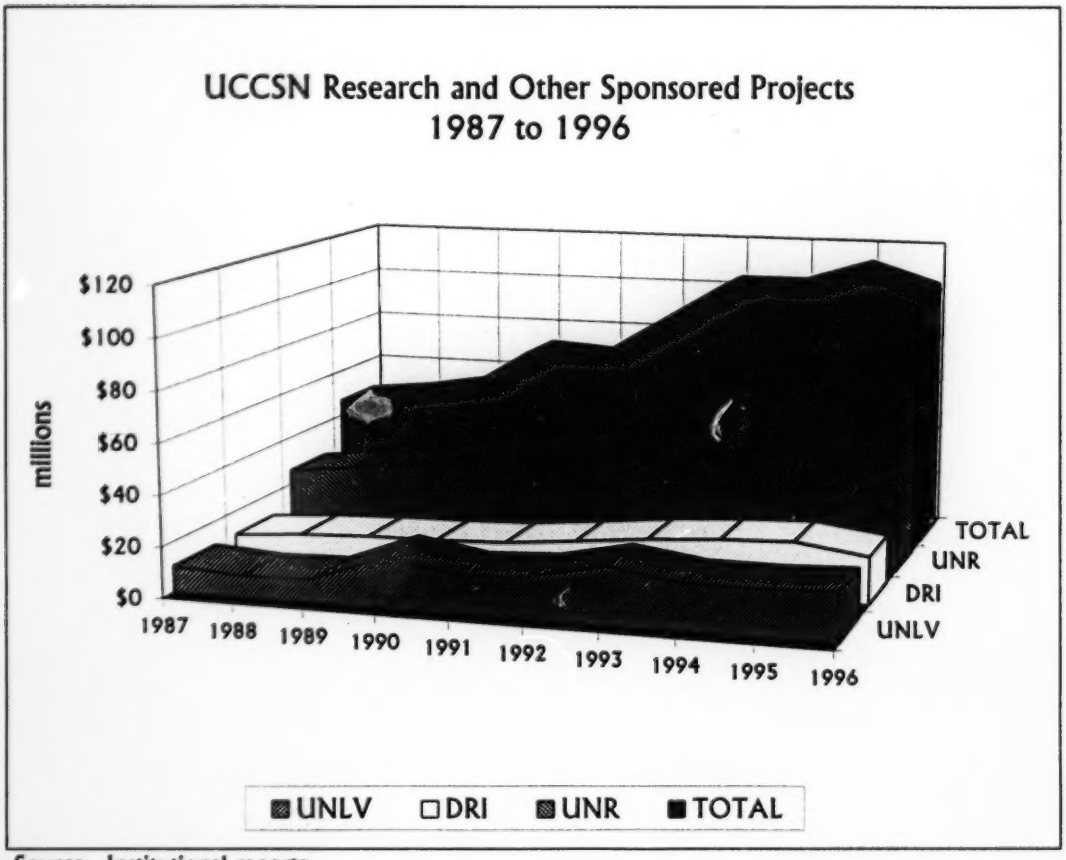
Institution	Year	Certificates	Associates	Bachelors	Masters	Doctorates	Professional	TOTAL
UCCSN TOTAL	1980-81	53	703	1,381	431	22	48	2,638
	1981-82	91	770	1,512	469	34	45	2,921
	1982-83	260	911	1,690	431	26	42	3,360
	1983-84	105	1,080	1,844	445	29	48	3,551
	1984-85	124	921	1,852	414	31	46	3,388
	1985-86	118	936	1,838	421	28	49	3,390
	1986-87	113	877	1,897	419	32	42	3,380
	1987-88	98	759	1,928	430	33	46	3,294
	1988-89	137	886	2,014	500	35	46	3,618
	1989-90	137	950	2,206	550	40	49	3,932
	1990-91	168	952	2,347	623	37	38	4,165
	1991-92	236	1,098	2,649	719	46	44	4,792
	1992-93	169	1,255	2,978	870	39	54	5,365
	1993-94	195	1,263	3,220	936	55	39	5,708
	1994-95	209	1,379	3,291	914	77	54	5,924
	1995-96	179	1,272	3,360	971	76	55	5,913

PPA 12/96

Source: Integrated Postsecondary Education Data System (IPEDS) Completions Survey, 1980-1996

PRODUCTIVITY: RESEARCH

- Awards for research and other sponsored projects increased Systemwide from 1987 to 1996, and currently total $103.8 million, which represents an increase of 122%.



Source: Institutional reports

STATE NEEDS

The UCCSN impacts the State economy in several ways. Using an input-output model, the total statewide economic impact of the UCCSN enterprise has been determined. In addition, the UCCSN annually graduates highly-trained professionals critical to the State's economy.

- For every dollar spent by the UCCSN, an additional $0.83 is generated within the State economy.
- Through business and industry partner programs, the UCCSN community colleges and universities provide customized training for area employers.
- Total graduates from UCCSN teacher education programs increased 87% over the last ten years. Minority graduates from teacher education programs increased 505%.
- Over the same time period, total UCCSN graduates from nursing programs increased 16% and graduates from medical-related programs increased 73%.
- Graduates from engineering programs increased 55% over the last ten years.

QUALITY

While program quality can be difficult to measure, access without quality is an empty promise to students. Academic quality throughout the UCCSN is indicated in the following ways:

- All campuses of the UCCSN are fully accredited by the Northwest Association of Schools and Colleges, the regional accrediting agency. Accreditation reviews assess campus quality across several factors. More than 85 individual programs also hold special accreditation.
- The campuses and the Board of Regents have instituted a review of all academic programs. In 1994, 65 programs were reviewed and in 1995, 18 additional programs were reviewed. Every academic program on every campus will be reviewed at least once every five to ten years.

JUSTIFICATION FOR THE 1997-99 BIENNIAL BUDGET REQUEST

The System biennial budget request is based upon the goals of improving access without sacrificing quality. These goals are reflected in the major strategic directions of the System and are themes which run throughout institutional master plans.

For 1997-99, the University and Community College System of Nevada biennial budget request totals $865.7 million and includes three components: an adjusted base budget, a maintenance budget, and an enhancement budget. The first assumption of ensuring adequate funding for continuing services is primarily accommodated through the adjusted base budget. The ability to provide the same level of services to an expanded student population is addressed in the maintenance budget. The enhancement budget is focused on offering an increased level of existing services or adding new services.

In an effort to address comprehensively the needs and goals of the UCCSN, seven categories of priorities were developed, as follows:

1. student access
2. improved quality of services
3. enhancing information technology
4. maintaining an adequate equipment resource
5. creating a state law school (at UNLV)
6.
   - increasing safety and security efforts on our campuses
   - enhancing programs on diversity
   - expanding research initiatives
   - strengthening relations with business and industry (MAP)/ work force development
7. addressing School of Medicine initiatives

The seven categories of priorities are essential in either maintaining or enhancing the present services offered at the institutional level. The budget structure guiding the formats for presentation may dictate their incorporation in the maintenance and/or enhancement budget.

1. STUDENT ACCESS

The concept that higher education provides increased access to interested and capable citizens is the number one priority for the next biennium. Inherent in the priority is the recognition that Nevada high school graduates are transitioning to higher education at one of the lowest rates in the nation. The biennial request recommends a five percent annual increase in full-time equivalent enrollments across the System to begin to address the demand that exists for some form of higher educational services. There are significant differences between the level of demand both institutionally and regionally, and the request supports those differences. Annual growth at five percent is double the rate funded in 1995-97. However, it only keeps pace with high school graduates.

A consequence of ensuring increased access is the availability of financial aid to support the low- and middle-income citizens who might not be able to attend given their financial circumstances. The Governor and Legislature supported the demands for increased financial aid in the last biennium and the 1997-99 budget request seeks the inclusion of the one-shot "access" funds in the operating base.

2. QUALITY OF SERVICES

The requirements for both quality and quantity (i.e., enrollment growth) are the

fundamental tension for higher education. We have no desire to improve access if the programs offered or quality of services are degraded. At the same time, how can we deny the demand of the fastest growing state in the country. The 1997-99 request attempts to offer a balanced solution that addresses issues of growth while enhancing the quality of services.

Support Formulas
The primary component of enhancing the quality of services is increased formula funding for the various support programs such as the library and student services. In addition, an important feature of the request is the recommendation that the institutions be given the flexibility to optimize their use of support formula funding. That is, that they have the ability to reallocate from one program to another based upon the specific demands at each. This is particularly essential when the appropriations fall short of the fully funded formula projections.

Salaries
The System requests salary increases at the level of 6% and 4% for FY98 and FY99 respectively. It is understood that the decisions on salary increases are made from a statewide perspective and it is recommended that the System not be disadvantaged relative to the rest of the State public employee work force.

Community College Faculty Funding
A third component of the quality of services priority is funding for increasing the number of full-time community college faculty through the revision of the full-time to part-time faculty ratios. Specifically, funding is requested to move the faculty ratio of full-time faculty members from 60% of the total to 65%. It is intended that the full-time faculty will eventually increase to 70% with the outcome of improved continuity of teaching and counseling services as the goal.

Operating Support For Programs Not Covered by Formulas
There are a number of programs and subprograms throughout the System that must request funding increases based on factors other than Board-approved formulas. The units that do not receive funding as an outcome of formula projections are those that generally, with the exception of the School of Medicine, do not teach students, thus drawing no relationship to the FTE-based formulas. Funding is requested at a level of 5% annually for the next biennium, for $4.2 million, for those programs to ensure that they provide adequate support to the primary missions of instruction, research, and public service.

3. ENHANCING INFORMATION TECHNOLOGY
There is significant demand to move aggressively in two directions assumed under the umbrella of information technology. As an expansion of previously approved legislative programming (SB204), the System requests additional funding for distance education opportunities.

At the System and institutional levels there is considerable demand to implement academic and administrative systems that possess a greater capacity to support campus decision making. The budget request emphasizes a number of new objectives, including the implementation of a new computerized financial system, initiating data warehousing projects to improve local reporting, and enhanced access to the computing environment. The request also recommends the implementation of a replacement plan that would provide faculty and staff with computing workstation upgrades on a cyclical basis.

4. MAINTAINING AN ADEQUATE EQUIPMENT RESOURCE
Higher education is both labor intensive and equipment intensive. The requirements for equipment span all programs and frequently include very expensive and

unique items used for teaching and research. This component does not include the primary technology equipment that will be supported under priority 3, but does include both new and replacement items to continue and upgrade the academic and administrative operations of each institution. The funding, which does not represent the full funding requirements of the System, supports seven institutions at over 20 sites spread throughout the State.

5. CREATING A STATE LAW SCHOOL AT UNLV

The Board of Regents, following an in-depth analysis of program need and student demand, supports the development of a law school at UNLV. The budget request represents startup funding to recruit faculty, develop programs, and support additional operating costs including library acquisitions.

The 1997-99 biennium will also be characterized by facilities preparation, extended planning, and coordination with the American Bar Association and UCCSN. The first class will be admitted in fall 1998.

6. ENHANCING CAMPUS SAFETY AND SECURITY

Campus safety and security initiatives have been assessed from two perspectives. The safety issues are intended to focus on maintaining and improving safety in the workplace, with primary emphasis on the identification and control of hazardous substances found in laboratories and other areas of each institution. These issues are typically covered under the title of environmental health and safety and the requirements are driven largely by state and federal regulations. Less than full compliance has already exposed at least one campus to substantial penalty fines.

The security initiatives focus on improving the programs aimed at ensuring students and staff security in the classroom, office, lab, residence hall and throughout the campus. The concern for student security is growing at the larger and more urban campuses.

It has become abundantly clear that we are at risk in a number of safety and security areas and additional funding is essential.

ENHANCING PROGRAMS ON DIVERSITY

The diversity initiative is appropriately named, given the inclusion of topics of enhancing gender equity, increasing access for the disabled, and improving efforts to recruit and retain minorities. The gender equity component supports the efforts of the universities to comply with NCAA guidelines for intercollegiate athletics. The funding will be part of a long term strategy to attain appropriate balances between the men's and women's athletic programs.

Additional funding to enhance disabled student access is intended to address the "reasonable accommodation" requirements set forth under the Americans With Disabilities Act. Access in this case includes necessary modifications to computers and printed material along with the use of interpreters, test proctors, and note takers. The request does not deal with altering physical barriers, which would be an element of the capital request.

The expanded recruitment and retention of minorities are aimed at developing outreach programs throughout the State and establishing faculty/community mentoring programs. Also, increased follow-up and referral services for academic and career development will be implemented.

EXPANDING RESEARCH INITIATIVES

The primary focus of research initiatives being considered by the System revolves

around the development of collaborative relationships with private and public research entities, domestic and foreign governments, and the State of Nevada, UNLV, UNR, and DRI. These efforts will focus on the development and commercialization of new and developing technologies in renewable energy, environmental technologies, and geotechnical engineering. The intended outcome of the collaboration is the leveraging of funds from the State, federal government, and other private sources to develop products and services which will improve economic development and diversification opportunities.

STRENGTHENING RELATIONS WITH BUSINESS AND INDUSTRY (MAP)/WORK FORCE DEVELOPMENT

Funding is requested to build upon the existing foundation of collaboration between System units and private industry. The primary industries that are interested in expanding their efforts include manufacturers, mining, and construction. The demands for employee training, new research projects, and continuing consultations justify the expansion of successful MAP efforts. MAP is now a statewide initiative supported by funding from the Interim Finance Committee that helped draw in almost $2 million in federal matching funds.

Work force development is an ongoing national priority in school-to-careers programs, economic development, and welfare reform initiatives. The budget request seeks support to establish a Work Keys assessment center on each community college campus to help identify and match employer needs and prospective employee competencies.

7. ADDRESSING SCHOOL OF MEDICINE INITIATIVES

The School of Medicine, as mentioned earlier under the quality of services priority, does not benefit from formula funding. There are a number of initiatives that the requested funding will support, including clinical site consolidation, health care staff recruiting in rural areas, continuing education programming, and primary care instruction.

CAPITAL CONSTRUCTION NEEDS

The Capital Improvement request for the University and Community College System of Nevada for the 1997-99 biennium is presented in the following table. The request of $140.8 million in State funding consists of: $117.9 million for new construction, $19 million in major renovations and $3.9 million for advanced planning. Additionally, $15 million is requested for maintenance projects.

University and Community College System of Nevada
1997-99 Biennial Budget Request
Allocation of Resources by Appropriation Area

Appropriation Area	1995-96 Operating Budget	1996-97 Operating Budget	1997-98 Base Request	1997-98 Maintenance Request	1997-98 Enhancement Request	1997-98 Total Request	% of Total
System Administration	2,138,790	2,215,264	2,394,788	6,963	493,414	2,895,165	0.7%
UCCSN Special Projects	2,341,654	2,341,654	2,341,654	-	1,156,950	3,498,604	0.8%
System Computing Services	8,246,525	8,549,709	9,457,397	148,977	8,895,362	18,501,736	4.4%
University Press	532,018	555,398	565,285	7,607	105,590	678,482	0.2%
School of Medicine	14,843,223	15,460,031	15,930,524	148,549	2,300,191	18,379,264	4.4%
Intercollegiate Athletics UNR	1,210,153	1,272,888	1,323,742	254,959	88,561	1,667,262	0.4%
Statewide Programs UNR	4,120,887	4,288,880	4,428,115	18,630	1,180,745	5,627,490	1.3%
Agricultural Experiment Station	6,254,532	6,492,295	6,578,415	36,665	125,961	6,741,041	1.6%
Cooperative Extension Service	5,982,135	6,260,083	6,570,075	21,320	388,153	6,979,548	1.7%
Radiation Safety Program North	254,605	261,665	270,095	591	7,395	278,081	0.1%
University of Nevada Las Vegas	90,823,220	97,298,736	101,006,847	2,883,321	21,209,170	125,099,338	29.7%
Intercollegiate Athletics UNLV	1,270,231	1,335,417	1,390,001	4,309	338,919	1,733,229	0.4%
Statewide Programs UNLV	526,291	546,332	561,312	1,936	60,198	623,446	0.1%
Radiation Safety Program South	131,259	136,547	137,996	369	5,962	144,327	0.0%
Community College of So. Nevada	33,630,196	35,272,694	37,379,577	6,113,982	15,622,063	59,115,622	14.0%
Great Basin College	6,346,365	6,745,839	7,281,374	427,906	1,568,356	9,277,636	2.2%
Truckee Meadows Comm. College	18,317,083	19,623,110	21,044,172	2,350,906	2,820,877	26,215,955	6.2%
Western Nevada Comm. College	10,693,502	11,319,823	12,042,692	(188,616)	2,950,886	14,804,962	3.5%
Business Center North	1,387,019	1,456,340	1,554,195	5,482	154,439	1,714,116	0.4%
Business Center South	1,185,535	1,249,821	1,317,145	4,670	118,744	1,440,559	0.3%
National Direct Student Loan	73,567	73,567	73,567	-	-	73,567	0.0%
Desert Research Institute	2,768,061	2,367,441	2,493,035	393,902	2,410,810	5,297,747	1.3%
Total System Budget	294,586,714	311,696,620	325,785,157	13,284,698	81,797,190	420,867,045	100.0%

University and Community College System of Nevada
1997-99 Biennial Budget Request
Allocation of Resources by Appropriation Area

Appropriation Area	1995-96 Operating Budget	1996-97 Operating Budget	1998-99 Base Request	1998-99 Maintenance Request	1998-99 Enhancement Request	1998-99 Total Request	% of Total
System Administration	2,138,790	2,215,264	2,419,007	6,855	558,035	2,983,897	0.7%
UCCSN Special Projects	2,341,654	2,341,654	2,341,654	-	1,156,950	3,498,604	0.8%
System Computing Services	8,246,525	8,549,709	9,648,587	152,392	3,807,977	13,608,956	3.1%
University Press	532,018	555,398	572,727	7,788	121,093	701,608	0.2%
School of Medicine	14,843,223	15,460,031	16,199,931	216,132	2,801,159	19,217,222	4.3%
Intercollegiate Athletics UNR	1,210,153	1,272,888	1,351,089	255,055	131,929	1,738,073	0.4%
Statewide Programs UNR	4,120,887	4,288,880	4,499,094	25,504	1,293,287	5,817,885	1.3%
Agricultural Experiment Station	6,254,532	6,492,295	6,604,287	42,884	163,573	6,810,744	1.5%
Cooperative Extension Service	5,982,135	6,260,083	6,716,817	22,537	597,154	7,336,508	1.6%
Radiation Safety Program North	254,605	261,665	273,636	591	10,574	284,801	0.1%
University of Nevada Las Vegas	90,823,220	97,298,736	103,432,511	5,544,538	28,047,364	137,024,413	30.8%
Intercollegiate Athletics UNLV	1,270,231	1,335,417	1,419,898	4,309	385,741	1,809,948	0.4%
Statewide Programs UNLV	526,291	546,332	574,377	1,936	78,279	654,592	0.1%
Radiation Safety Program South	131,259	136,547	139,520	369	8,828	148,717	0.0%
Community College of So. Nevada	33,630,196	35,272,694	38,164,079	8,656,594	18,222,434	65,043,107	14.6%
Great Basin College	6,346,365	6,745,839	7,410,881	572,756	1,834,675	9,818,312	2.2%
Truckee Meadows Comm. College	18,317,083	19,623,110	21,423,447	2,768,122	3,463,253	27,654,822	6.2%
Western Nevada Comm. College	10,693,502	11,319,823	12,560,573	33,764	3,441,265	16,035,602	3.6%
Business Center North	1,387,019	1,456,340	1,583,514	5,486	176,544	1,765,544	0.4%
Business Center South	1,185,535	1,249,821	1,356,138	4,673	153,145	1,513,956	0.3%
National Direct Student Loan	73,567	73,567	73,567	-	-	73,567	0.0%
Desert Research Institute	2,768,061	2,367,441	2,514,746	395,918	2,559,777	5,470,441	1.2%
Total System Budget	294,586,714	311,696,620	332,318,317	20,411,556	92,124,831	444,854,704	100.0%

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1997-99 Capital Improvement Projects
New Construction and Major Renovations

	UCCSN REQUESTS		SPWB RECOMMENDATIONS*	
Priority	Estimated Project Cost	Cumulative	Project Cost	Cumulative
Tier I				
1. GBC - Remodel McMullen	2,500,000	2,500,000	2,500,000	2,500,000
2. DRI - Northern Nevada Research Center	2,400,000	4,900,000	2,400,000	4,900,000
3. GBC - Complete road work (Chilton Circle)	300,000	5,200,000	300,000	5,200,000
4. CCSN - West Charleston expansion	25,000,000	30,200,000	25,000,000	30,200,000
5. UNR - Student services/parking facility	13,500,000	43,700,000	14,800,000	45,000,000
6. UNLV - Library	42,000,000	85,700,000	32,500,000	77,500,000
7. TMCC Applied Technology Center	5,000,000	90,700,000	2,800,000	80,300,000
8. CCSN - Henderson expansion	17,000,000	107,700,000	17,000,000	97,300,000
9. CCSN - Summerlin	5,000,000	112,700,000	5,000,000	102,300,000
10. UNLV - Student Services Building addition	2,500,000	115,200,000	-	102,300,000
11. CCSN - Urban Center	5,000,000	120,200,000	5,000,000	107,300,000
12. WNCC - Urban Center	5,000,000	125,200,000	-	107,300,000
13. CCSN - Extension Center	3,000,000	128,200,000	-	107,300,000
14. UNLV - Law School (remodel of Dickinson Library) - Plan	1,000,000	129,200,000	-	107,300,000
15. UNR/TMCC/WNCC - Redfield campus - Planning	1,000,000	130,200,000	500,000	107,800,000
16. UNR - Advanced Planning (3 Projects)	1,600,000	131,800,000	500,000	108,300,000
17. WNCC - Library (Phase VII) - Planning	300,000	132,100,000	-	108,300,000
Tier II				
18. UNLV - Wright and Grant Halls - Renovations	9,700,000	141,800,000	-	108,300,000
19. UNR - Various renovations (25 projects)	11,100,000	152,900,000	-	108,300,000
20. DRI - Road extension and storage building	700,000	153,600,000	-	108,300,000
21. GBC - Buildings and Grounds Facility	1,500,000	155,100,000	-	108,300,000
22. GBC - Shops in Ely and Winnemucca	2,200,000	157,300,000	-	108,300,000
23. WNCC - Classroom addition	6,500,000	163,800,000	-	108,300,000
24. Medical School Ambulatory Care	12,800,000	176,600,000	-	108,300,000
25. Medical School Library	7,200,000	$183,800,000	-	$108,300,000

* Reflects only state-supported costs; does not include non-state support.
NOTE: UCCSN requested $15 million for minor repairs and improvements. $10 million is being recommended

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA
1997-99 Biennial Budget Request
Summary of Priority Requests for Funding

	Priority I	Priority II	Priority III	Priority IV	Priority V	Priority VI	Priority VII	Total Request
System Administration	-	238,158	357,000	160,000	-	-	-	755,158
University Press	-	112,580	-	40,000	-	-	-	152,580
System Computing Services	-	1,584,616	9,451,696	850,000	-	-	-	11,886,312
UNR	2,062,954	13,975,603	4,651,088	10,210,000	-	3,815,595	-	34,715,240
School of Medicine	-	-	-	-	-	-	2,993,200	2,993,200
ICA-UNR	-	-	-	-	-	500,000		500,000
Statewide-UNR	-	1,920,480	-	-	-	-	-	1,920,480
UNLV	8,033,081	13,167,565	4,997,091	9,070,000	5,219,000	4,140,901	-	44,627,638
Statewide-UNLV	-	53,000	-	-	-	-	-	53,000
CCSN	21,505,374	12,780,901	3,533,792	4,550,000	-	1,070,000	-	43,440,067
GBC	698,313	1,294,420	506,104	740,000	-	250,000	-	3,488,837
TMCC	1,993,073	2,600,094	1,519,600	2,200,000	-	342,000	-	8,654,767
WNCC	148,592	1,467,413	1,133,200	1,220,000	-	613,286	-	4,582,491
BCN	-	214,855	-	-	-	-	-	214,855
BCS	-	136,640	-	-	-	-	-	136,640
DRI	-	1,458,232	863,840	950,000	-	1,372,578	-	4,644,650
Professional Salary Increase	-	29,893,053	-	-	-	-	-	29,893,053
Workstation Replacement	-	-	8,193,740	-	-	-	-	8,193,740
Economic Development	-	-	-	-	-	2,313,900	-	2,313,900
UCCSN Total	$ 34,441,387	$ 80,897,610	$ 35,207,151	$ 29,990,000	$ 5,219,000	$ 14,418,260	$ 2,993,200	$ 203,166,608

APPENDIX

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

MISSION STATEMENT

The mission of the University and Community College System of Nevada is to provide higher education services to the citizens of the State at a high level of quality consistent with the State's resources. It accomplishes this mission by acquiring, transmitting and preserving knowledge. The System endeavors to assist in providing an educated and technically skilled citizenry for public service and the general welfare, to contribute toward an educated and trained work force for industry and commerce, and to facilitate the individual quest for personal fulfillment.

The State constitution vests the exclusive governance and administration of the System in the Board of Regents. The Regents govern the System according to the following objectives:

To provide affordable public programs of higher education in Nevada to all who can benefit from those programs.

To ensure that instructional activities demonstrate a continued quest for academic excellence.

To develop and support programs of instruction and complementary programs of basic and applied research and scholarship which together contribute to the cultural, economic and social development of Nevada and the nation.

To sponsor and conduct continuing programs of public service for the citizens of the State.

To achieve these objectives, the System seeks sufficient funding from the State and other sources to support programs of high quality. Further, it engages in appropriate planning activities to provide as many educational opportunities in as effective and efficient a manner as possible. To this end, it provides appropriate administration to ensure coordination and accountability.

UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF NEVADA

COMMUNITY COLLEGE MISSION STATEMENT

The mission of Nevada's community colleges, as institutions of the University and Community College System of Nevada, is to provide superior, student-centered education opportunities for the citizens of the State within the designated service areas of each college. The community colleges subscribe to an open door policy, admitting high school graduates as well as other who have personal development needs and who can profit from this educational experience. The specific programs offered by each of the community colleges are responses to the identified needs of the State and, in particular, the communities to be served. The community college mission encompasses a belief that education and training are the chief means of developing human capital for investment in the economic health of the State of Nevada.

Each of the educational programs and support services provided through the community colleges is equally important. The colleges provide:

- University Transfer Programs

  The colleges provide a broad range of courses to fulfill the requirements of an associate degree and the first two years of a baccalaureate degree aimed at preparing students for transfer to a four-year college or university.

- Applied Science and Technology Programs

  The colleges provide programs necessary for the development of technical and occupational skills needed for immediate and meaningful employment. Individual courses for maintenance of a job's state-of-the-art skills, semester or one-year certificate programs, as well as two-year associate degrees are available.

- Business and Industry Partnering Programs

  The colleges provide the planning and implementation of programs to be in partnership with the State's economic development effort. Customized training is tailored to meet a given business or industry need and offered at the work site, institute or college site, or any other appropriate location. This program is aimed at maintaining a competitive work force within the State of Nevada.

- Developmental Education Programs

  The colleges provide, with individualized attention and special support programs, developmental education. The program is designed to develop and upgrade skills necessary to successfully compete in college courses. Students are provided an opportunity to acquire, improve and apply basic reading, writing, computational and language skills.

- Community Service Programs

  The colleges provide, through lectures, forums, concerts, plays, exhibits and short-term academic and practical instruction, a lifelong learning process and focus for each community's cultural, intellectual and recreational enrichment. The continuing education opportunity provides the State's citizens the ability to develop and experience a variety of lifetime skills and interests.

- Student Support Service Programs

  The colleges provide a variety of personal support services to students to assist them in becoming more aware of their potential and in planning and achieving their educational goals. Students are provided counseling, academic advisement, placement testing, career planning, job placement and financial assistance.

The University and Community College System of Nevada is committed to the support of the diverse and changing communities of the State. The community colleges provide an open academic environment where students of all ages and backgrounds can discover their potential and achieve their life goals.

UNIVERSITY OF NEVADA, LAS VEGAS

MISSION STATEMENT

As a publicly-supported, comprehensive, doctoral degree-granting institution, the University of Nevada, Las Vegas shares with other leading universities the mission of generating, transmitting, applying and preserving knowledge. UNLV offers a wide range of excellent baccalaureate, master's and doctoral programs in the major areas of human knowledge as well as in selected professional areas. The university provides a setting conducive to intellectual development; places emphasis on the core disciplines; dedicates itself to excellent teaching and superior student performance; promotes original and high-quality scholarly research and creative endeavors; and encourages professional public service.

The University of Nevada, Las Vegas is located in the major metropolitan area of the State and is committed to serving the citizens of Las Vegas, the State and the region. UNLV seeks to improve the general human condition through policies and practices designed to promote intellectual inquiry, independence of thought, and critical and creative thinking; ethical conduct and a respect for truth; and freedom from ignorance, prejudice and intolerance. The university also strives to promote the understanding of self; the relationship of the individual to society; the appreciation of global conditions, other cultures and other values; and the interdependence of human beings and the natural environment. The university is dedicated to promoting the development of all students to their highest potential in order that each can contribute to the betterment of society. The university's faculty and administrators are dedicated to excellence in education by their commitment to develop student abilities and to assess student performance in quantitative and qualitative analysis, oral and written communication, and artistic expression.

GOALS

- To provide excellence in instruction in undergraduate and graduate degree programs in arts, humanities, physical and social sciences and selected professional areas of special importance to the local metropolitan area, the State of Nevada, the Southwestern region of the United States and the nation.

- To actively encourage the professional development of faculty members by providing opportunities for the faculty to enhance skills in teaching, research, scholarship and creative activity.

- To support instruction, research and creative endeavors by ensuring adequate faculty and staff, laboratory, studio, computer and technical facilities and services, and to support instruction by ensuring adequate general-purpose classrooms, lecture halls, seminar rooms, laboratories and office space.

- To ensure that the library facility and its resources are adequate for and conducive to the university's evolving educational mission.

- To provide a campus environment that is safe and enriching, and that serves the developmental needs of all students, through an extensive program of student services and academic advising.

- To require a high level of scholarship, ethical standards and academic honesty on the part of faculty, staff, students and administrators.

- To make special efforts to attract and retain the very best students and to diversify both by gender and ethnic background, the student body, faculty, and staff.

- To serve as a cultural center for the community and to provide rich and varied continuing education opportunities.
- To continue seeking public and private support to enhance programs.
- To maintain its commitment to the assessment and master planning processes.

UNIVERSITY OF NEVADA, RENO

MISSION STATEMENT

The University of Nevada, Reno is a constitutionally-established, land-grant university. The University of Nevada, Reno served the State of Nevada as its only State-supported institution of higher education for almost 75 years. In that historical role, it has emerged as a doctoral-granting university which focuses its resources on doing a select number of things well. The University of Nevada, Reno offers a wide range of undergraduate and graduate programs, including selected doctoral and professional studies, which emphasize those programs and activities which best serve the needs of the State, region and nation. By fostering creative and scholarly activity, it encourages and supports faculty research and the application of that research to State and national problems. In performing its mission, the University of Nevada, Reno resolves to:

- Offer high-quality degree programs in the arts, sciences and in selected professions.
- Emphasize undergraduate, graduate and professional programs which meet the needs of the citizens of Nevada
- Maintain a select number of doctoral and organized research programs.
- Offer a range of applied, interdisciplinary and career-oriented programs at both the undergraduate and graduate levels.
- Provide community and public service programs through continuing education and cooperative extension.
- Contribute to the advancement and dissemination of knowledge that will help improve society at the State, regional and national levels.
- Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic programs, its support programs and in the composition of its faculty, administration, staff and student body.
- Reflect and respect the pattern of gender of the citizens of Nevada in its academic programs, support programs and in the composition of its faculty, administration, staff and student body.

GOALS

In identifying goals, the University of Nevada, Reno has selected those which would be most supportive of its mission:

Continually improve the quality of teaching, research and public service activities.

- Recruit, develop and retain a faculty and staff of the highest caliber.
- Develop and maintain a graduate faculty under whose direction research, doctoral and professional programs will gain national stature.
- Ensure that the University's library, computing center and telecommunications systems will be able to provide the resources attendant to the needs of the instructional and research programs.

- Identify and support centers of excellence.

- Enhance the research and public service capabilities of the University through increased collaboration with both the public and the private sectors and by providing assistance to the State and local governments.

Develop a curriculum that is sensitive to change, but which places a special value on a liberal arts foundation.

- Assure that all students, either upon entering the University or upon admission to degree programs, have acquired basic verbal, oral, computational, analytical and computer skills.

- Provide all students with adequate and proper academic and career advising.

- Provide an opportunity for adults to upgrade their educational and professional backgrounds through continuing education courses and programs.

Provide an institutional environment supportive of the internal quality of campus life.

- Offer a full range of student and support services which complement the instructional process.

- Develop and maintain programs which recognize the valuable human resources provided by our students, faculty and staff.

- Maintain and utilize the physical plant at a level which enhances the programs and activities of the University.

Utilize resources efficiently and effectively through prioritized allocations and reallocations.

- Develop strategic planning processes, involving the entire University community, which can anticipate future opportunities and problems.

- Provide the flexibility to respond to new opportunities.

Develop the means to obtain funds from public and private sources that will provide the support required to achieve these goals.

- Maximize the use of private funds to provide a margin of excellence in designated program areas.

THE DESERT RESEARCH INSTITUTE

STATEMENT OF VISION, MISSION, AND GOALS

25-Year Vision into the Future

For DRI to be universally recognized in the international marketplace as being the leader in understanding the effects of environmental change on the future use of the Earth by humankind.

Mission Statement

An autonomous, university-system-based organization, DRI exists to provide the most effective institutional framework for the worldwide conduct of multidisciplinary and interdisciplinary environmental research, education and public service.

Goals

- To lead the global research community in the definition and conduct of worldwide environmental change research.
- To compete effectively in the future global environmental research marketplace.
- To have long-term fiscal and organizational stability.

Values

Our two most important responsibilities are to our customers and to our employees.

Our responsibility to our customers, those entities, public or private, local, national or international, that sponsor and/or use our products and services:

- The work we produce will be based on scientific excellence, scholarly rigor and a quest for the unbiased reporting of fact.
- We will meet the commitments made to sponsors providing high quality products and services that fit their needs in a timely and fiscally responsible manner and will partner with our colleagues, other research groups and suppliers as necessary to ensure that we provide the best products and services.

Our responsibility to our employees, the individuals who carry out the responsibility to our customers:

- We will further diversify our work force and will continually address cultural and sociological changes that are occurring in our research marketplaces.
- We will enhance the potential of each individual by providing work that elicits their strengths, opportunities that develop new strengths, resources that allow them to do their work the best they can and rewards and recognition that are fair and equitable and encourage their continuing growth.

- We will promote a working environment that demands respect for each individual's talents and fosters team efforts.
- We will maintain a safe and healthy workplace.
- We will foster an environment that encourages an openness to change on all levels to improve how we work, that is, using our resources in the most effective and efficient manner to enhance our competitive position.

(This revised Desert Research Institute (DRI) mission statement has has not yet been approved by the UCCSN Board of Regents. The mission statement will be submitted to the Board for approval in Spring 1997.)

UCCSN DEGREES

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
AGRICULTURE						
Agriculture and Applied Economics	B					•
Agricultural Education	B				•	•
Animal Science	B,M				•	•
Biochemistry	B,M,D					•
Environmental and Natural Resource Science	B,M					•
Environmental Policy Analysis	B					
Integrated Pest Management	M					
Ornamental Horticulture			C,A			
Plant Science	M					
Resource and Applied Economics	M					
Veterinary Science	B			•	•	•
BUSINESS						
Accounting	B	B,M	A	•	A	A
Accounting Technician				C		C
Administrative Assistant					A	
Applied Accounting						A
Banking			C			
Banking and Finance			A			C
Bookkeeping			C			
Business			•			C
Business Administration	M	M	•	C,A		
Business Data Processing-Main Frame			C,A			
Business Literacy					C	
Business Management	B		C,A	•	A	•
Casino Management			C,A		A	•
Clerical Office					C	
Economics	B,M	B,M	•	•	•	•
Finance	B	B	•	•	•	•
Gaming Management	B					
General Business			•	A	C,A	A
General Clerical				C		
General Office Administration				C,A		
General Secretarial				C		
Hotel Administration		B,M,D			•	•
Hotel Management			C,A		A	
Hotel, Restaurant and Casino Management			C,A		A	
Human Resource Management		B	A			•
Industrial Management					C,A	
International Affairs	B					•
International Business	B	B	A		•	•
Legal Office					C,A	
Legal Assistant			C,A	C	A	C,A
Logistics Management	B				•	•
Management	B	B	•	•	A	A
Management Information Systems		B	C,A	•	•	•
Marketing	B	B	•	•	A	•
Marketing/Merchandising/Retail Management			A			
Medical Office					A	
Microcomputer Systems Technician						C
Office Administration			C,A	A		A
Occupational Safety and Health					C,A	
Real Estate		B	C,A		A	A
Records Management			C			

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Resort Management			C,A		A	
Resort Occupations			C,A			
Restaurant Management			C,A		A	
Savings and Loan			A			
Secretarial and Clerical				C		
Small Business Management			A	•	A	
Word Processing				C	C,A	A
COMMUNICATIONS						
Communication Studies		B,M	•	•	•	•
Communications			A		•	
Journalism	B,M		•	•	•	•
Speech Communication	B,M		•	•	•	•
COMPUTER SCIENCES						
Computer Information – Applications			•	C,A		A
Computer Information – Programming			•		A	A
Computer Information Systems	B		•	•		•
Computer Science	B,M	B,M,D	•	•	•	•
Computer Technology					C,A	
Computing and Information Technology			C,A			
LAN Support and Administration					A	
Micro-Computer (Management Information System)					C,A	
Word Processing/Computer Applications				C		C,A
EDUCATION						
Basic Literacy Education					C	
Early Childhood Education				A	C,A	C,A
Child Development (Infant/Toddler)			C,A			
Child Development (Pre-School)			C,A	C,A		
Child Development (Teacher Aide)			C,A			
Child Development (Teacher)					C	
Child Development (Director)					C	
Counseling		M				
Counseling & Educational Psychology	M,S,D		•			
Curriculum and Instruction	S,P,D		•			
Deaf Studies			C,A			
Educational Leadership	M,S,D	M,S,D				
Educational Psychology		M				
Elementary Education	B,M	B	•	•	•	•
Elementary/Special Education	B		•		•	•
Health Education	B	B			•	•
Instructional and Curricular Studies		M,S,D				
Physical Education	B,M	B,M	•		•	•
Postsecondary and Adult Education		B				•
Professional Development		PDD			•	
Secondary Education	B,M	B	•	•		•
Special Education	B,M	B,M,S,D	•	•	•	•
Special Physical Education		M				
Substance Abuse Counseling					C,A	
Teacher Certification	P					
Teaching Literacy					C	
ENGINEERING						
Architecture		B,M	•		•	
Architectural Design			•		C,A	•
Architectural Landscape Design			•		A	
Chemical Engineering	B				•	•
Civil Engineering	B,M,D	B,D				
Civil and Environmental Engineering		M	•			•
Computer Engineering		B				
Construction Management		B	A,C	•		

UCCSN DEGREES

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Construction Engineering	P		•	•	•	
Drafting Technology			C,A			C,A
Electrical Engineering	B,M,D	B,D	•	•	•	•
Electrical and Computer Engineering		M				
Electronic Engineering Technology			C,A			
Electronics Service Technology			C	C,A		
Electronics Technology					C,A	C,A
Engineering Drafting Technology					C,A	
Engineering Physics	B			•	•	•
Interior Architecture and Design		B				
Geological Engineering	B,M,P				•	
Landscape Architecture		B				
Machine Tool Technology						C,A
Materials Science and Engineering	B				•	•
Mechanical Engineering	B,M,D	B,M,D		•	•	•
Metallurgical Engineering	B,M,P,D				•	•
Mining Engineering	B,M,P				•	•
Mining Technology				C,A		
Residential Design				•		
Transportation		M				
Urban and Regional Planning		B				
FOREIGN LANGUAGES						
Foreign Languages and Literatures	M					
French	B	B,M	•		•	•
German	B	B,M	•		•	•
Romance Languages		B			•	•
Spanish	B	B,M	•	•	•	•
HEALTH						
Biomedical Engineering	M,D					
Cellular & Molecular Pharmacology and Physiology	M,D					
Clinical Laboratory Sciences (Med Tech)		B			•	•
Dental Assisting			C	•	C,A	
Dental Hygiene			A			
Diagnostic Medical Sonography			A			
Emergency Medical Technology (paramedic)			•	•	C	
Environmental Science and Health	M,D*					
Fitness and Sports Management						•
Fitness Management		B				
Gerontology	C	C			•	
Health Care Administration		B	•		•	•
Health Information Technology			C,A			
Health Physics		B,M				•
Health Sciences	B					
Kinesiology		B,M				•
Licensed Practical Nurse			C			
Medical Laboratory Technology			A		•	
Medical Transcription			C			
Medicine (M.D. and M.D./Ph.D)	P					
Nursing	B,M	B,M	A	A	A	A
Occupational Therapy Assistant			A	•		
Optional Practical Nursing Preparation						C
Paramedic Medicine			C,A			
Pharmacy Technician			C			
Physical Therapist Assistant			A			
Physical Therapy			•			
Pre-Dentistry	B,X	B,X	•	•	•	•
Pre-Medicine	B,X	B,X	•	•	•	•
Pre-Optometry	B,X	B,X				•

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Pre-Pharmacy	B,X	B,X	•	•	•	•
Pre-Physical Therapy	B,X	B,X	•	•	•	•
Radiography		C				
Radiologic Technology		B			A	•
Recreation	B	B			•	•
Speech Pathology	B,D			•	•	•
Speech Pathology and Audiology	M					
Sport and Leisure Services Management		M				
Sports Injury Management		B				•
LAW						
Judicial Studies	M					
Pre-Law	B,X	B,X		•	•	•
LETTERS						
English	B,M,D	B,M,D	A	•	•	•
Teaching of English	M					
Teaching of English as a Second Language	M					
LIBERAL/GENERAL STUDIES						
Arts			A	A	A	A
General Studies	B		A	A	C,A	A
General Transfer			A		•	
Liberal Studies			•	•	•	•
Science			A	A	A	A
LIFE SCIENCES						
Biochemistry	B,M,D				•	•
Biology	B,M		•	•	•	•
Biological Sciences		B,M,D	•	•	•	A
Cell and Molecular Biology	M,D					
Human Development and Family Studies	B,M				•	•
Ecology, Evolution & Conservation Biology	D*				A	
Human Ecology	B				•	•
Nutrition	B,M					•
MATHEMATICS						
Mathematics	B,M		•	•	•	A
Mathematical Sciences		B,M	•	•	•	•
Teaching of Mathematics	M					
MULTI/INTERDISCIPLINARY STUDIES						
Asian Studies		B			•	•
Basque Studies	D				•	
Environmental Studies		B			A	•
Interdisciplinary Studies		B				•
Interior Design	B		•		•	
Land Use Planning	M					
Women's Studies		B			•	•
PHILOSOPHY & THEOLOGY						
Ethics and Policy Studies		M				
Philosophy	B,M	B	•	•	•	•
PHYSICAL SCIENCE						
Applied Physics		B			•	•
Atmospheric Science	M,D			•		
Chemical Physics	D					
Chemistry	B,M,D	B,M	•	•	•	•
Earth Sciences		B	•	•	•	•
Environmental Geology		B				
Environmental Sciences			A		A	A
Geochemistry	M,D					
Geography	B,M				•	•
Geology	B,M*	B			•	•
Geology and Related Earth Sciences	D					

UCCSN DEGREES

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
Geophysics	B,M,D			•	•	•
Geoscience		M				
Hydrology	B					•
Hydrologic Sciences	M,D					•
Physical Science						A
Physics	B,M,D*	B,M,D	•		•	•
Science		M	A		•	
Science and Education		PDD				
Water Resources Management		M	•			
PUBLIC AFFAIRS AND PROTECTIVE SERVICES						
Corrections			A	A	A	C,A
Criminal Justice	B	B,M	C,A	A	C	A
Fire Officer						A
Fire Prevention Specialist						C
Fire Science Management			A			C
Fire Science Technology			C,A	A	C,A	C
Hazardous Material Technician						C
Juvenile Justice			A	•	A	C,A
Law Enforcement			A	A	A	C,A
Military Occupations					A	
Private Security					A	
Probation and Parole			C,A			C,A
Public Administration		M			•	•
Public Administration and Policy	M					
Wildlife Firefighting Specialist			A			C
SOCIAL SCIENCES						
Anthropology	B,M,D	B,M	•	•	•	•
History	B,M,D	B,M,D	•	•	•	•
International Affairs	B				•	•
Psychology	B,M,D	B,M	•	•	•	•
Political Science	B,M,D	B,M	•	•	•	•
Social Psychology	D		•	•	•	
Social Sciences			A	•	•	
Social Work	B,M	B,M	•	•	•	•
Sociology	B,M	B,M,D	•	•	•	•
TRADE AND INDUSTRIAL						
Auto Body Service					C,A	
Air Conditioning			C,A			
Automotive Mechanics						C,A
Automotive Technician					C,A	
Automotive Technology			C,A		A	
Building Technology (Systems Maintenance)			C,A		C,A	
Building Trades					C,A	
Culinary Arts			C,A		C,A	
Diesel Technician				C,A	C,A	
Drafting Technology			C,A			C,A
Electrical Maintenance				C,A		
Environmental Control Technology					A	
Environmental Restoration Technology			C,A			
Food Service Technology			C,A			
Heavy Equipment Mechanics				C,A		
Industrial Management					C,A	
Industrial Technology						A
Mechanical Drafting			C,A			
Mechanical Technology			C,A			
Mill Maintenance				C,A		
Refrigeration/Air Conditioning					C,A	
Solar Energy Technology					•	
Technical Arts				C		
Welding			C,A	C,A	C,A	C,A

Programs by Major/Emphasis	UNIVERSITIES		COMMUNITY COLLEGES			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
VISUAL AND PERFORMING ARTS						
Art	B	B,M	•	•	•	•
Dance		B			•	
Graphic Arts – Design			C,A		C	
Graphic Arts – Print Production			C,A		C	
Film Studies		B				•
Fine Arts			A		A	
Jazz Studies		B				
Music	B,M	B,M	A	•	•	•
Music – Applied	B		•	•	•	•
Music (Piano Pedagogy)						C
Music/Dance		M			•	
Music Education	B		A		•	•
Musical Theatre		B				•
Theatre	B	B,M	•	•	•	•
Theatre Arts			•	•	•	•

Key to Degrees

- C – Certificate of Achievement (all levels)
- A – Associate (AA., A.S., A.A.S.)
- B – Baccalaureate (B.A., B.S., B.S.B.A., B.F.A., B.S.C.E., B.S.E.E., B.S.E.S., B.S.H.A.)
- M – Master's (M.A., M.S., M.B.A., M.F.A., M.P.A., M.Ed., M.M., M.A.T.E., M.S.V.C., M.S.C.E., M.S.E.E.)
- S – Specialist (1 year beyond Master's)
- D – Doctorate (Ph.D., Ed.D.)
- P – Professional (Geol.E., Met.E., E.M.)
- PDD – Professional Development degree
- BX – The university offers pre-professional coursework in this field while completing a baccalaureate degree in another major.
- * – At least one year of the lower division preparation for this university degree may be completed at this community college.

DRI ACADEMIC PROGRAMS

The Desert Research Institute gives Nevada students invaluable hands-on experience in environmental research. While DRI does not grant academic degrees, its scientists teach about 25 graduate courses a year at Nevada's universities and community colleges. They are key contributors to UNR's Center for Environmental Sciences and Engineering; UNR's Biology, Geology and Anthropology Programs; UNLV's Geosciences and Water Resources Management Program; UNLV's Biology, Anthropology and Civil and Environmental Engineering Programs; and several community college-federal government partnership programs.

Also, every year, DRI employs and advises up to 60 graduate student research assistants, who apply the topics of their DRI-sponsored research to satisfy thesis or dissertation requirements while acquiring several years of genuine professional-level experience.